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ABSTRACT

The five units for grades 7 through 12 contained in this booklet are intended to assist students in developing awareness of sex-role stereotyping barriers that they might erect and that could affect them and others as they make career-related decisions. All units are designed for groups composed of males and females. Each unit has these components: comments to instructor (purpose of unit), student objectives, a listing of required resources and materials, brief descriptions of instructional activities, and a standard unit evaluation form. Unit topics include stereotyping, peer pressure and decision making, expected levels of and reasons for employment, influence of experiences and expectations on future career choices, and people in nontraditional occupations. Appendixes include student resources and materials necessary to complete the units and results of field testing surveys. Six 8 x 10.5 inch black and white loose photographs of unidentified people employed in specific occupations for use in Unit I are also included. (YLB)

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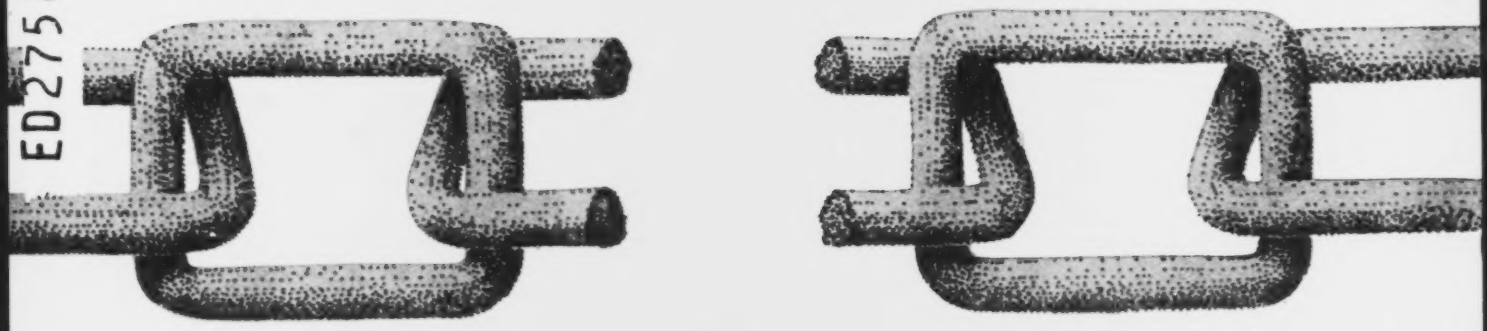

Breaking The Chain Of Stereotyping

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BREAKING THE CHAIN OF STEREOTYPING

Building Student Awareness of the Effects
of Sex-Role Stereotyping (Grades 7-12)

by
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INTRODUCTION

Recent legislation mandated educational responsibility for eliminating sex bias in various programs and activities in our schools; but, as educators, we know that we must also help students avoid traps created by sex-role stereotyping. It is in the interest of this broader educational purpose that these materials were developed.

Each unit is organized to provide all of the reference resource information, assistance and worksheet masters required to successfully complete the unit. Student objectives and learning outcomes are defined and activities are structured with these ends in mind. The instructor is expected to make adjustments that appear appropriate to the local situation and the particular group of students. Student maturity and reading levels need to be given careful consideration and appropriate adjustments made to procedures and/or unit worksheets. All units are designed for groups composed of males and females, and the materials should not be used with any group where either sex is not well repressented in numbers. These materials are suitable for students in grades seven through twelve.

Units were designed to assist students in developing awareness of barriers they might erect which could affect them and others as they make career-related decisions. No attempt was made to change students' value systems about what is right for them; rather, the stimulation of student interest was considered critical throughout the development of these materials to impact on students' thinking and behavior.

A standard unit evaluation was developed and included at the end of each unit for your use. The results of this evaluation, completed during the development of the materials, are included in the appendix. These data served to guide the major revisions of the materials prior to publication.

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UNIT I

What Do You See?

(Stereotyping)

COMMENTS TO INSTRUCTOR

This unit is an activity introducing the concept of stereotyping. Students are asked to look at pictures of six people and to make some interpretations based on what they see in the pictures. The activity should be interesting and stimulating to the students and should solicit different perceptions for discussion by the students. Important learning takes place when the instructor relates the discussion to how we sometimes stereotype other people because of their appearance, age, sex, race, clothes, weight, height, etc.

OBJECTIVES

Assist students to:

-Define and understand the concept of stereotyping.

-Be aware of various ways in which stereotyping occurs.

-Describe how stereotyping can cause errors in judgment.

-Examine ways in which they stereotype people.

RESOURCES AND MATERIALS

-Pictures of six people who are employed in specific occupations (provided in the Appendix of this manual). The pictures include three females and three males. In the bottom corner of each picture is an identification letter. Their real life occupations are:

person A - school principal
person B - nurse
person C - advertising agent
person D - hair stylist
person E - police officer
person F - clerk typist

The pictures should be laminated or put in plastic folders so they can be used repeatedly.

-Copies of student material entitled "What Do You See?" (page 19)

-Putty and mold (optional)

INSTRUCTIONAL ACTIVITIES

1. Attach the six pictures to a chalkboard or bulletin board so all students can see them. Label each picture with its identification letter of A, B, C, D, E or F.

2. Explain to the students that they are participating in an activity to see what happens when they try to describe the people in the pictures.

3. Distribute to each student a copy of the worksheet entitled "What Do You See?"

4. Explain to the students how to complete the worksheet. They are to **pretend** that they can know things about people because of their looks. Encourage them to try to **get clues** from the pictures when answering the questions. Tell students that each person is actually employed in one of the occupations but do not tell them which one. Allow time for all students to complete their worksheets.

5. Use questioning techniques to generate group interaction directed toward students' reasons for their selections. Simple "Why?" "How did you know?" "Who told you that?" "Where did you get your information?" questions that elicit responses can be used. Care must be exercised that tone inflection and/or gestures do not infer criticism. Always keep in mind that the purpose is to examine how we see the people around us. If an individual or individuals in a class respond to one another in a judgmental manner, bring the choices of those making the judgments immediately before the class for discussions. Always keep the class aware that there are **no** right or wrong choices.

   As students respond to the first questions, you may need to prod other class members to get them to participate by asking one or two if they agree with the choice and to elaborate by giving reasons.

   As the discussion progresses, it should be directed toward relating the decisions made by various class members to different kinds of stereotyping (i.e., age, sex, race, clothes, physical appearance similar to other people known, attractiveness, etc.) and the influence these stereotypes might have on decision made.

6. Illustrate stereotyping. Press some putty into a mold. Show that the shape of the object coming from the mold will always be the same. Explain that stereotyping occurs when we try to put people into molds. We stereotype people when we believe that people of the same sex, race, appearance, etc., will also have the same human characteristics.

7. On a chalkboard, write a column of numbers from 1 through 11. Each of these numbers will correspond to the same numbered items on the student's worksheet. Make additional columns for "males" and "females." Ask again for a "show of hands" to find out how many students picked a male and how many picked a female for each item. Record the numbers in the appropriate columns under "male" and "female." Discuss the distribution of responses and identify items which indicate stereotypic attitudes. Explain how the group responses compare with typical attitudes. Explain how the group responses compare with typical stereotyping, where more will select males for items 1, 3, 5, 7, 8, and 10; and more will select females for items 2, 4, 6, 9, and 11. Inform students that person A is a school principal, person B is a nurse, person C is an advertising agent, person D is a hair stylist, person E is a police officer, and person F is a clerk typist. Discuss the students' reactions.

8. Discuss relationships that might exist between discussion responses and worksheet responses and how some people stereotype others because of age, sex, nationality, race, clothes, etc. Discuss why such stereotyping can cause mistakes in judgment.

9. Discuss situations in which students believe that they personally are being or have been stereotyped.

ACTIVITY EVALUATION

Please evaluate the class session which you experienced today. Put a check mark (✓) in front of your answers.

1. Was today's activity interesting to you?

   _____ a. Very interesting
   _____ b. Somewhat interesting
   _____ c. A little bit interesting
   _____ d. Somewhat uninteresting
   _____ e. Boring

2. Did you learn anything from today's activity?

   _____ a. Yes
   _____ b. No
   _____ c. I don't know

3. What was good about today's activity?

4. How could the activity be improved?

UNIT II

What Are They Doing to Me?

(Peer Pressure and Decision-Making)

COMMENTS TO INSTRUCTOR

Being accepted and approved by significant other people is very important to students. The student's own peer group has impact on what students do and how they feel. One theoretical concept is that a person's need for recognition and acceptance must be met before energy can be directed toward achieving in school.

This unit focuses on helping students recognize ways in which members of their own peer group affect them, as well as to understand how their own actions can affect their friends.

OBJECTIVES

Assist students to:

—Become aware of how peer pressure affects them.

—Resolve that their decisions will be based on their own thinking.

—Recognize how their actions can have both a positive and negative effect on their friends.

RESOURCES AND MATERIALS

—Two gift-wrapped boxes of different sizes containing at least a total of five small gifts such as candy, mints, balloons, or other appropriate items should be prepared.

INSTRUCTIONAL ACTIVITIES

1. Identify three volunteer students from the class and ask them to step outside the room so that they cannot hear the discussion in the room.
2. Place the two boxes at the front of the room. Explain to the class that each of the three students will be asked to choose one of the boxes and the class will try to change each student's choice through suggestion. Give some examples of how it might be done (laughing, pointing fingers at the other box, saying "you'll be sorry," acting shocked, saying "you picked the wrong color," etc.).
3. Bring one of the students back into the room. Say that he or she is to choose one of the boxes.
4. When the student appears to be making a choice, you and the class should try to use a variety of verbal and nonverbal ways to suggest that it is a poor choice.
5. When a final choice is made, replace the box and repeat the process with each of the other two students who are outside the room.
6. Ask the three students to share their feelings about the effect others had on them as they were making their choice. Identify some of the verbal and nonverbal ways that pressure was applied.
7. Discuss the concept of peer pressure. Ask students to give illustrations of how peer pressure has affected some of their choices and actions.
8. Relate the concept of peer pressure to choice of nontraditional careers and courses in school. Relate it to both males and females.

9. Discuss how students might recognize verbal and nonverbal pressure from others and how to counteract the pressure.

   Example: The following might be some ways to discourage "Mary" from taking a vocational education course in welding.

   Verbal Statements:

   —"Do you **really** want to take welding?"

   —"Welding? You?"

   —"So, you want to be with all the boys!"

   —"That's awfully dirty for a girl."

   —"Oh! Come on!"

   Nonverbal Gestures:

   —Moving away from Mary

   —Shrugging shoulders

   —Raising eyebrows

   —Looking surprised

   —Putting up hands in a self-protective gesture

10. Ask for a male volunteer from the class who would be willing to role play a person who wants to become a secretary (or some other nontraditional job). Other class members should pretend to be friends who will engage in a discussion with him and demonstrate a bias against his choice.

11. After the role playing, discuss what happened and ask the volunteer to share his feelings.

12. Discuss how students can interact with another person without putting them down. With the help of the class, develop a list of verbal and nonverbal ways of not evaluating another person's choice. The following could be examples of what to say when "Mary" expresses interest in welding:

    —"You have an interest in welding."

    —"What would you like to do in welding?"

    —"What are some of the thoughts you have about taking welding?"

    —"What advantages and disadvantages would welding have for you?"

    —"What would be some of the benefits to you?"

    —"What are some of the problems that you might have?"

    —"What kinds of skills are needed by a welder?"

    —"What kinds of tasks would you do as a welder?"

    Give examples of active listening statements and unloaded open-ended questions.

13. Repeat the role playing, but this time the class members are to demonstrate a nonbiased viewpoint.

14. Discuss what happened. Ask the volunteer to describe his feelings. Compare the differences between the two role playings. Discuss the impact of peer pressure.

15. Ask for a female volunteer who would role play a person who wants to become an automobile mechanic. Follow the same procedures as indicated in steps 10, 11, 13 and 14.

16. Open the gift-wrapped boxes and give the gifts to all five students who volunteered during this unit.

OPTIONAL ACTIVITY EMPHASIZING PEER PRESSURE

1. Ask students to respond to the inventory entitled "What is Most Important to You?" (page 20)
2. After students have selected **one** need which is now most important to them, collect the papers and make a tally of the responses showing how many students chose each item.
3. Probably, most students will select items 5, 6 and 7. Discuss how the needs identified in items 5 and 6 can make us vulnerable to peer pressure.

ACTIVITY EVALUATION

Please evaluate the class session which you experienced today. Put a check mark (✓) in front of your answers.

1. Was today's activity interesting to you?

   _____ a. Very interesting
   _____ b. Somewhat interesting
   _____ c. A little bit interesting
   _____ d. Somewhat **un**interesting
   _____ e. Boring

2. Did you learn anything from today's activity?

   _____ a. Yes
   _____ b. No
   _____ c. I don't know

3. What was good about today's activity?

4. How could the activity be improved?

UNIT III

What Might You Be Doing In Your Future Occupation?

(Expected Levels and Reasons for Employment)

COMMENTS TO INSTRUCTOR

Some students do not think about what they expect from their future occupation. This unit is designed to stimulate student thinking related to expected level of employment and reasons for working. The questionnaire which is completed by the student is not designed to be a comprehensive inventory covering all possible levels of employment. Instead, the content of the questionnaire focuses primarily on the expectations for "high-level" occupations.

The following are questions that can be examined and discussed in this lesson:

1. What are the aspirations of the students for doing job activities that are associated with high-level positions?
2. How do they get high-level jobs?
3. Do females consider high-level occupations as probable as the males do?
4. How do the students expect to use the income from their work?
5. Do they want the kinds of jobs in which they will receive satisfaction and enjoyment as well as money?
6. Have female students considered the possibility of becoming "heads of households?"
7. Do females who expect to become homemakers believe that their husbands will always support them and that no divorce, separation, death, unemployment or poverty-level income will exist?

An important learning outcome of this lesson would be to develop understanding that an individual's employment expectation can be limited by her or his own self-concept.

OBJECTIVES

Assist students to:

—Describe the probability of their obtaining high-level occupations and to determine if being male or female affects their expectations.

—Understand that both males and females have the capabilities of being in occupations that require leadership, managerial, decision-making, and problem-solving abilities.

—Describe their reasons for working.

—Understand that both males and females may need to have jobs which will allow them to support a family as well as provide personal satisfaction and enjoyment.

—Understand that people sometimes limit themselves because of their own self-concepts.

RESOURCES AND MATERIALS

—Copies of student material entitled "What Might You be Doing in Your Future Occupation?" (page 21)

INSTRUCTIONAL ACTIVITIES

1. Prior to your meeting with students, read carefully the instructor's material so you can be prepared to facilitate the group discussion and provide information necessary to accomplish the objectives of the unit.
2. After the student questionnaire is handed out, review the terms used with the students and come to a group agreement as to the meaning of each item. For example, discuss what the term "Hire employees" means and the skills that would be involved, training required, etc. After all items have been discussed, explain the directions and ask students to complete the questionnaire.
3. After students have finished the questionnaire, make a tally (frequency distribution) of how many males checked "yes" to each item and how many females checked "yes" to each item. This can be done by a show of hands or by asking students to put an "F" for female and "M" for male on their papers and having a student in the class make a summary tally.
4. Use the chalkboard or overhead transparency to show the results of the tally to the class. It would be helpful to use a table such as the one below:

Item	Male	Female
1		
2		
3		
4		
5		
6		

5. Discuss any differences in the expectations of male and females for doing the "high-level" activities in an occupation. The following are some questions which may be asked of students:
   a. What occupations would allow you to do some of the activities listed on the questionnaire?
   b. Why are there some differences in the responses of males and females in the class?
   c. What kinds of education or training would you need to get a job doing these activities?

6. Ask the students who want to earn a lot of money in their occupation to stand up. Tell them that you have the power to decide who will be allowed to enter a job in which a lot of money can be made and you have decided that only people who are left handed and brown eyed (or some other characteristic) may enter that kind of work. One by one, tell students who do not have that characteristic to sit down and that they cannot have the job. Discuss the student's feelings. Relate this exercise to examples of some people in society believing that a person cannot do a job because of his or her sex, race, handicap, weight, etc.

7. Initiate a discussion of the students' expectations. Ask students, who are willing, to share their expectations, why they have those expectations, and how they will meet their expectations.

8. Point out that money is not the only reason for any person to work and that satisfaction and enjoyment with a job may be just as important.

9. Identify situations in which a person who expects another individual to provide the main source of financial income might have problems. The following facts about working women can be cited:

   a. More than 55% of all American women between the ages of 18 and 64 are in the labor force.

   b. Approximately 90% of women will work outside the home at some time in their lives.

   c. Approximately 40% of the women in the labor force are widowed, divorced, separated, or have never married.

   d. Approximately 50% of all mothers who have children under 18 years of age are in the labor force.

   e. Approximately 20% of all working mothers with children under age 18 are widowed, divorced, or separated.

   f. Approximately 20% of all working mothers have husbands whose income level is below $7,000 per year.

   g. The average female born in 1970 is expected to work 22.9 years.

10. Explain to students that being prepared to earn a living may be important for everyone.

ACTIVITY EVALUATION

Please evaluate the class session which you experienced today. Put a check mark (✓) in front of your answers.

1. Was today's activity interesting to you?

   _____ a. Very interesting
   _____ b. Somewhat interesting
   _____ c. A little bit interesting
   _____ d. Somewhat **un**interesting
   _____ e. Boring

2. Did you learn anything from today's activity?

   _____ a. Yes
   _____ b. No
   _____ c. I don't know

3. What was good about today's activity?

4. How could the activity be improved?

UNIT IV

Where Have I Been And Will It Affect Where I Am Going?

(Influences of Experiences and Expectations on Future Career Choices)

COMMENTS TO INSTRUCTOR

Our culture has established role expectations for males and females. Some behaviors are considered masculine and some are considered feminine. Males are often expected to be active, physical, aggressive, in control of their emotions, brave, independent, etc. Females are often expected to be passive, emotional, dependent, caring, attractive, domestic, pleasant, etc.

Occupations are looked upon by many people as primarily "men's work" or "women's work." For example, occupations such as mechanic, physician, lawyer, carpenter, airline pilot, etc., are considered primarily "men's work," while nurse, secretary, elementary school teacher, telephone operator, etc., are considered primarily "women's work."

This unit is designed to help students examine their past cultural experiences so they can identify origins of some sex-role stereotyping. This exercise should help them understand not only the origin of their expectations of what is appropriate for other people, but also the origin of their expectations of what is appropriate for themselves. Emphasis is placed on trying to eliminate the sex-role stereotyping of occupations.

OBJECTIVES

Assist students to:

—Become aware of how their own cultural experiences have influenced their expectations of others and themselves.

—Recognize that the sex-role stereotyping of occupations limits the freedom of both males and females.

RESOURCES AND MATERIALS

—Student checklist entitled "Where Have I Been?" (page 22)

—Student worksheet entitled "Occupations Are Neither Male Nor Female" (page 23)

INSTRUCTIONAL ACTIVITIES

1. Ask students to complete the checklist "Where Have I Been?" Instruct them to check any of the items that apply to them. They can check more than one. Students should write down the occupations held for the longest time by their parents and grandparents. If the information is not known, the space can be left blank.
2. When the students have completed the checklist, ask them to count the number of checks in each column and record the totals in the proper spaces.
3. Ask students to write down on a separate sheet of paper the total of each column and to indicate on the paper whether they are male or female.

4. Collect the papers. With the help of two students, make a frequency distribution on the chalkboard showing the number of males and number of females who have various totals in each column. A typical chart might look like the one below for a group of 15 students (9 girls and 6 boys):

Column I			Column II		
Total	**M**	**F**	**Total**	**M**	**F**
25+	1	0	25+	0	0
24	0	0	24	0	0
23	1	0	23	0	0
22	1	0	22	0	1
21	2	0	21	0	0
20	0	0	20	0	2
19	0	0	19	0	2
18	0	0	18	0	2
17	1	1	17	0	0
16	0	1	16	0	0
15	0	0	15	0	1
14	0	1	14	1	0
13	0	0	13	0	0
12	0	0	12	2	0
11	0	0	11	0	0
10	0	1	10	0	0
9	0	0	9	0	0
8	0	0	8	1	1
7	0	0	7	1	0
6	0	2	6	0	0
5	0	1	5	1	0
4	0	1	4	0	0
3	0	0	3	0	0
2	0	1	2	0	0
1	0	0	1	0	0
0	0	0	0	0	0

5. Discuss the results. Get students' reactions to the frequency distribution.

6. Ask students to describe the occupations held by their parents and grandparents. Are the occupations considered to be traditional or nontraditional for each sex?

7. Discuss how the students' own cultural experiences can affect their perceptions of themselves and how their perceptions can limit their choices of occupations. For example, if a boy is expected to be active and has been given toys and work responsibilities that involve action-oriented tasks, he probably will also consider occupations that are active.

8. Encourage students, if they are willing, to discuss their own checklists and tell how the past may be affecting them now.

9. Ask students to identify the titles of occupations that have traditionally been considered by our culture to be for males or for females. On the chalkboard make two lists, one for male and one for female. Examples might be: carpenters are considered males and secretaries are considered females.

10. Stimulate student discussion by asking such questions as:

    a. Which of the occupations could not be done by males . . . or females? Why?

    b. Why are certain jobs considered traditionally to be male or female?

    c. What barriers are placed in front of people who choose nontraditional careers? What problems might they have while pursuing such careers?

    d. What would you say to a boy who wants to become a secretary or cosmetologist or a girl who wants to be a welder?

    In this discussion, try to point out that some people may not choose a nontraditional career because they are afraid of how others will treat them.

11. Distribute copies of the student materials entitled "Occupations Are Neither Male Nor Female." Ask the students to try to rename the occupations so that a male or female label is not included. Have students discuss their answers.

    Answers could be as follows: 1. police officer 2. firefighter 3. flight attendant 4. shop supervisor 5. server 6. sales person 7. coffee maker 8. letter carrier 9. bat keeper 10. paper carrier. These are acceptable titles as published in the Occupational Outlook Handbook, 1982-83 and the Dictionary of Occupational Titles, 1977.

ACTIVITY EVALUATION

Please evaluate the class session which you experienced today. Put a check mark (✓) in front of your answers.

1. Was today's activity interesting to you?

   _____ a. Very interesting
   _____ b. Somewhat interesting
   _____ c. A little bit interesting
   _____ d. Somewhat **un**interesting
   _____ e. Boring

2. Did you learn anything from today's activity?

   _____ a. Yes
   _____ b. No
   _____ c. I don't know

3. What was good about today's activity?

4. How could the activity be improved?

UNIT V

What Do They Do?

(People in Nontraditional Occupations)

COMMENTS TO INSTRUCTOR

This unit provides the opportunity for students to talk with "real" people who work in nontraditional occupations. Being able to see role models is helpful in developing understanding about sex-role stereotyping. Guests should be individuals who can communicate effectively with the students and portray positions counter to sex-role stereotyping viewpoints. They should be informed of the objectives of the visit along with questions students might ask and what the procedures will be. A follow-up letter of thanks would be appreciated by the guests.

OBJECTIVES

Assist students to:

-Become familiar with people who hold nontraditional occupations.

-Learn both the advantages and disadvantages of people employed in nontraditional occupations.

-Learn how people in nontraditional occupations made their choices.

RESOURCES AND MATERIALS

-Two or three people who are employed in nontraditonal occupations.

INSTRUCTIONAL ACTIVITIES

1. Invite two or three people employed in nontraditional occupations who are willing to be interviewed by the class and make the necessary scheduling arrangements. One person should be male and at least one person female.
2. Prior to the day of the interview, have the class identify the kinds of questions that might be asked. The following is a list of examples that might be chosen:
   a. What work activities do you perform in your job?
   b. What abilities are needed for your job?
   c. How did you get your job?
   e. What satisfactions and frustrations do you have in your work?
   f. Why did you choose this occupation?
   g. How do your coworkers treat you?
   h. What sex-role prejudices have you encountered?
   i. What barriers did other people put up that could have discouraged you from entering this occupation?
   j. How do you view men and women in nontraditional occupations?
   k. Are there some types of occupations that should be held only by men or only by women?
   l. What are advantages and disadvantages of working in a nontraditional occupation?
3. Inform the visitors about the kinds of questions that might be asked.
4. On the day of the interview, allow the students to ask questions rather than have the visitors give speeches.

ACTIVITY EVALUATION

Please evaluate the class session which you experienced today. Put a check mark (✓) in front of your answers.

1. Was today's activity interesting to you?

   _____ a. Very interesting
   _____ b. Somewhat interesting
   _____ c. A little bit interesting
   _____ d. Somewhat **un**interesting
   _____ e. Boring

2. Did you learn anything from today's activity?

   _____ a. Yes
   _____ b. No
   _____ c. I don't know

3. What was good about today's activity?

4. How could the activity be improved?

APPENDIX I

Resources and Materials

UNIT I

What Do You See?

Directions: Look at the pictures of the six people and answer the following questions. Select the picture that best answers the question and put the letter of that picture in the space provided.

_____ 1. Which person is a police officer?

_____ 2. Which person is a clerk typist?

_____ 3. Which person is a school principal?

_____ 4. Which person is a nurse?

_____ 5. Which person is an advertising agent?

_____ 6. Which person is a hair stylist?

_____ 7. Which person has the best leadership skills?

_____ 8. Which person is the most active and energetic?

_____ 9. Which person can best take care of sick people?

_____ 10. Which person is best in math?

_____ 11. Which person is best in English?

UNIT II

What Is Most Important To You?

Pick one of the following which has been most important to you or you have needed the most this year. Put a check mark (✓) in one space only.

_____ 1. Keeping from being hungry.

_____ 2. Having the right kind of food to keep healthy.

_____ 3. Having the kind of clothes that won't embarrass you.

_____ 4. Keeping from being hurt physically by another person.

_____ 5. Keeping from being criticized or made fun of by another person.

_____ 6. Being accepted, approved, or liked by other people.

_____ 7. Performing well or achieving something.

UNIT III

What Might You Be Doing In Your Future Occupation?

1. Before you mark any answers, your group should discuss each of these activities, and you should have a good idea of what each activity requires of a person.

2. After discussing the activities, mark each one yes, no or ? to indicate how you would feel about doing the activity.

Do you think that you might have the kind of occupation in which you could do the following activities? Put a check mark (✓) beside your answer.

____ Yes ____ No ____ ?	1. Hire workers.
____ Yes ____ No ____ ?	2. Evaluate workers.
____ Yes ____ No ____ ?	3. Analyze market to determine future company plans.
____ Yes ____ No ____ ?	4. Analyze company income and determine how much money to spend.
____ Yes ____ No ____ ?	5. Direct advertising for company.
____ Yes ____ No ____ ?	6. Determine company policies and procedures.

UNIT IV

Where Have I Been?

Directions: Answer the following questions by putting a check mark (✓) on the lines. You may make any number of checks in answering the question.

	Column I	Column II
1. What toys were given to you when you were younger?	_____ truck _____ gun _____ airplane _____ ball and bat _____ football _____ bow and arrows	_____ doll _____ playhouse _____ dishes _____ play make-up _____ jewelry _____ high-heeled shoes
2. What kinds of work do you usually do at home?	_____ mow lawn _____ take out garbage _____ rake yard	_____ wash dishes _____ dust furniture _____ prepare meals
3. What have you made?	_____ bird house _____ tree house _____ model airplane _____ model car	_____ clothes _____ jewelry _____ flower arrangement _____ painting
4. Which of these occupations has someone encouraged you to enter?	_____ engineer _____ mechanic _____ doctor _____ sports athlete _____ business person	_____ nurse _____ secretary _____ teacher _____ airline attendant _____ hairdresser
5. In what ways have you earned money?	_____ lawn mowing _____ paper route _____ farm work	_____ babysitting _____ house cleaning _____ sewing
6. Which of these would other people most like you to be?	_____ strong _____ a leader _____ active _____ skillful	_____ attractive _____ pleasant _____ clean _____ nice
7. What school subjects would <u>others</u> most like you to learn?	_____ math _____ science _____ shop	_____ English _____ music _____ home economics

8. What was the occupation held for the longest time by each parent?
   Mother _____
   Father _____

9. What was the occupation held for the longest time by your mother's parents?
   Grandmother _____
   Grandfather _____

10. What was the occupation held for the longest time by your father's parents?
    Grandmother _____
    Grandfather _____

TOTALS: Column I _____ Column II _____

UNIT IV

Occupations Are Neither Male Nor Female

Below is a list of occupations that have male or female titles. In the space, write another title for the occupation that does not give a male or female label.

1. Policeman	1. _____
2. Fireman	2. _____
3. Flight Stewardess	3. _____
4. Shop Foreman	4. _____
5. Waitress	5. _____
6. Salesman	6. _____
7. Coffee Girl	7. _____
8. Mailman	8. _____
9. Bat Boy	9. _____
10. Paper Boy	10. _____

APPENDIX II

Results of Field Testing Surveys

UNIT I

The following are the responses made by students in evaluating Unit I:

1. Was today's activity interesting to you?

23%	a.	Very interesting
50%	b.	Somewhat interesting
23%	c.	A little bit interesting
0%	d.	Somewhat **un**interesting
4%	e.	Boring

2. Did you learn anything from today's activity?

86%	a.	Yes
9%	b.	No
5%	c.	I don't know

UNIT II

The following are the responses made by students in evaluating Unit II:

1. Was today's activity interesting to you?

19%	a.	Very interesting
62%	b.	Somewhat interesting
19%	c.	A little bit interesting
0%	d.	Somewhat **un**interesting
0%	e.	Boring

2. Did you learn anything from today's activity?

76%	a.	Yes
5%	b.	No
19%	c.	I don't know

UNIT III

The following are the responses made by students in evaluating Unit III:

1. Was today's activity interesting to you?

31%	a.	Very interesting
35%	b.	Somewhat interesting
19%	c.	A little bit interesting
0%	d.	Somewhat uninteresting
15%	e.	Boring

2. Did you learn anything from today's activity?

54%	a.	Yes
19%	b.	No
27%	c.	I don't know

UNIT IV

The following are the responses made by students in evaluating Unit IV:

1. Was today's activity interesting to you?

13%	a.	Very interesting
61%	b.	Somewhat interesting
9%	c.	A little bit interesting
13%	d.	Somewhat uninteresting
4%	e.	Boring

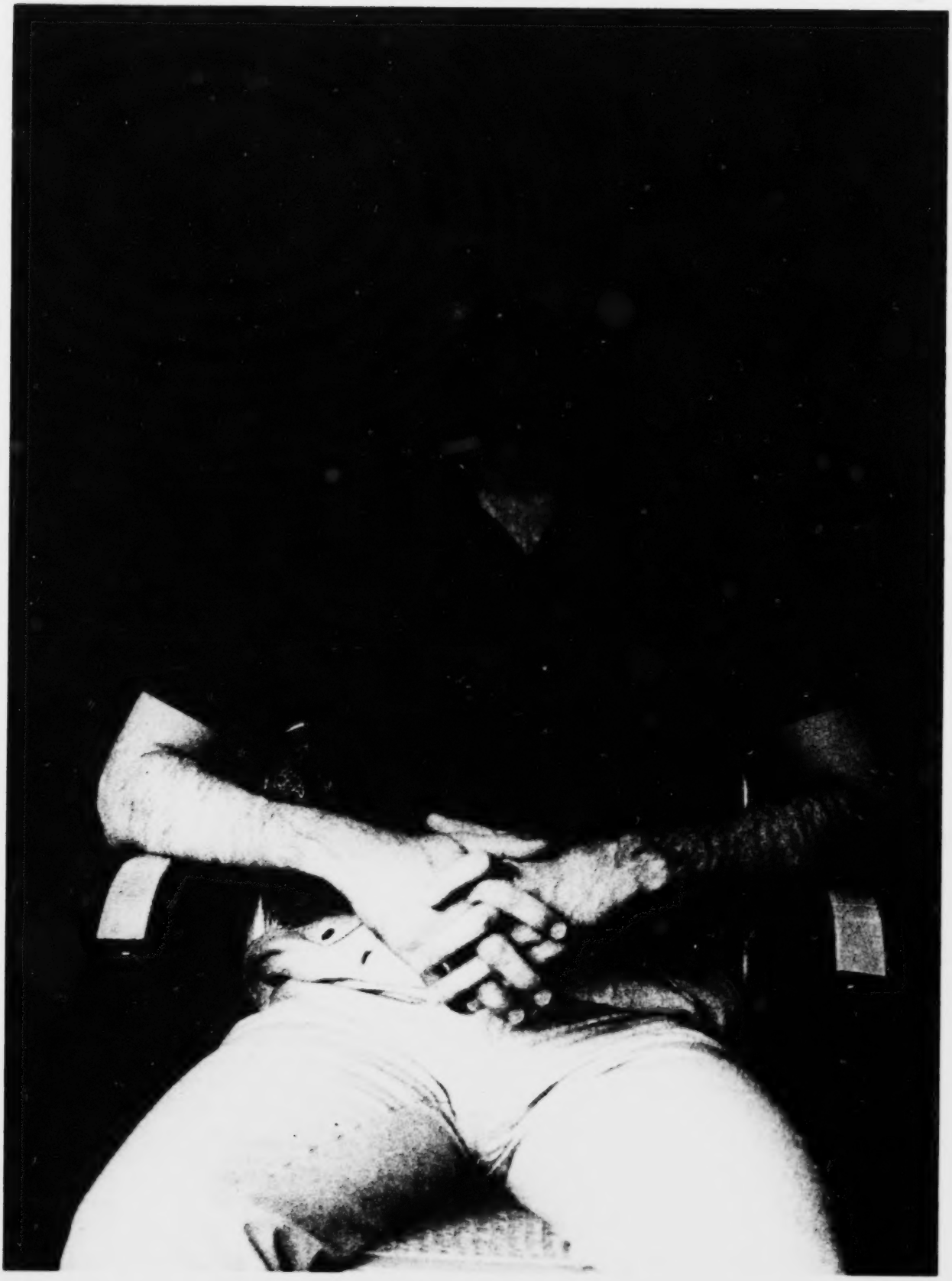
2. Did you learn anything from today's activity?

78%	a.	Yes
9%	b.	No
13%	c.	I don't know

PHOTOGRAPH A

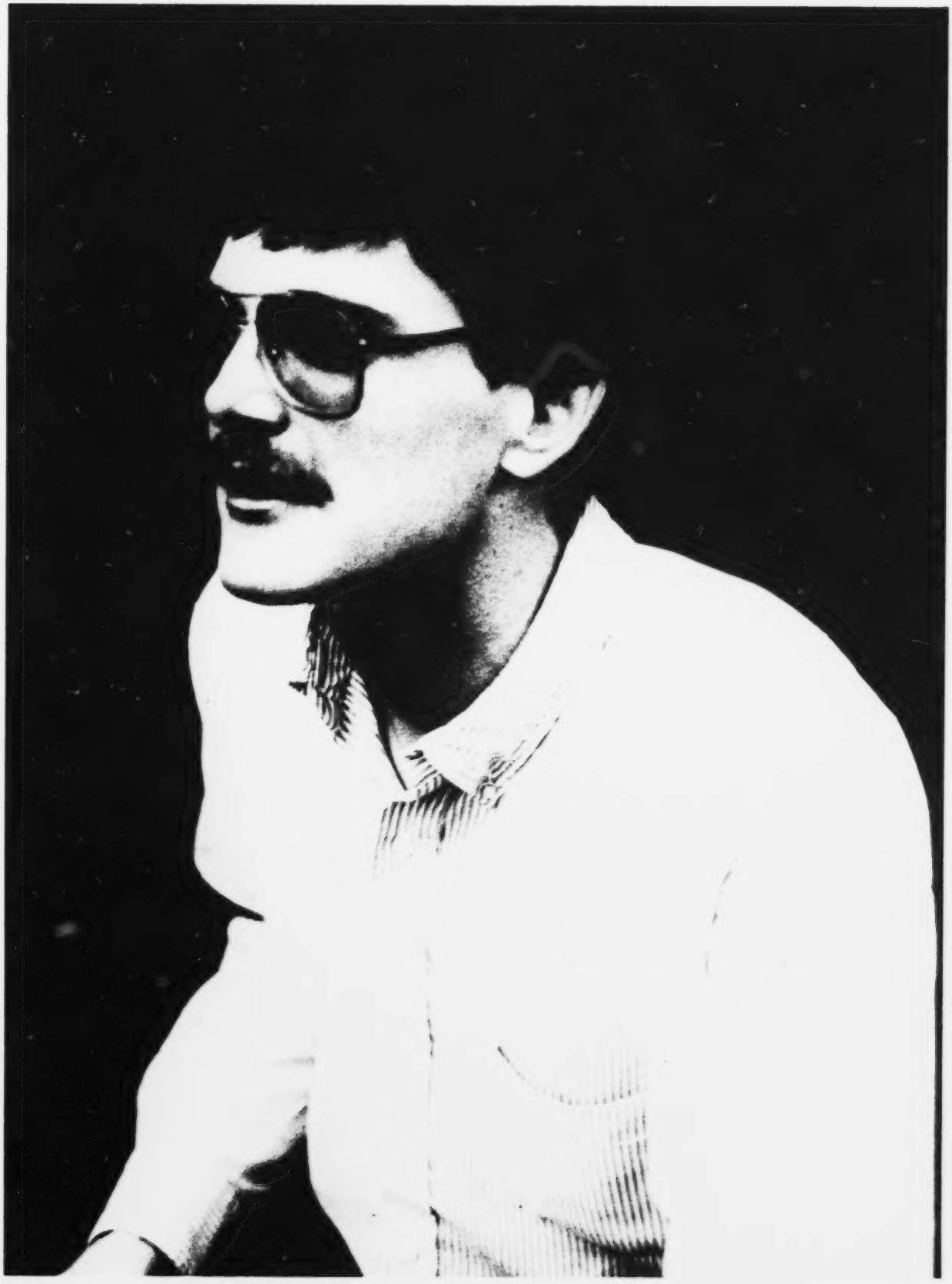
PHOTOGRAPH B

PHOTOGRAPH C



PHOTOGRAPH D

PHOTOGRAPH E



PHOTOGRAPH F